



## **LOCAL PERKINS APPLICATION 2020-2024**

**CONSORTIA**

OFFICE OF CAREER, TECHNICAL AND ADULT EDUCATION  
NEBRASKA DEPARTMENT OF EDUCATION  
301 Centennial Mall South, Lincoln, NE



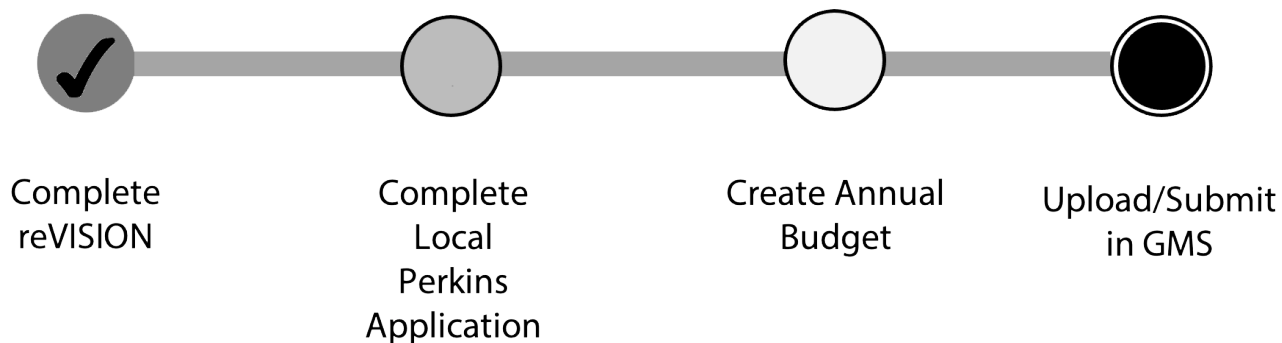
## General Information

Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in Nebraska helps prepare students for postsecondary education and careers, both options and not one or the other.

The federal Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) provides resources to support educators in developing the academic, technical, and employability knowledge and skills of secondary and postsecondary education students enrolling in CTE programming.

This **Local Perkins Application** must be completed by all secondary and postsecondary (stand-alone and consortia) CTE providers seeking federal funding through Perkins V. Staff from the Office of Career, Technical, and Adult Education at the Nebraska Department of Education (NDE) have created this document to assist you in developing a strong application for Perkins V funding, one based on information that surfaced as part of your reVISION process.

The Local Perkins Application asks you to describe how your district will use federal funds in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2020-2024 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.



*The Local Perkins Application and Resources are available online at <https://www.education.ne.gov/nce/perkins-administration/>*

## Eligible Recipients

Under Perkins V, eligible recipients include local educational agencies, area career and technical education schools, educational service agencies, Indian Tribes, Tribal organizations, Tribal educational agencies, or a consortium eligible to receive assistance under section 131 of the Act, or, an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Act.

Eligibility is contingent upon recipients' completion of the NDE's reVISION process, submission and approval of this Local Perkins Application and annual budgets, and the annual confirmation that CTE Essential Components are in place, which indicate CTE programs are of sufficient size, scope, and quality to be effective and meet the needs of all learners.

A secondary school district must qualify for a minimum allocation of \$15,000 or join/form a consortium with other eligible recipients. A postsecondary institution must qualify for an allocation of \$50,000 or join/form a consortium with other eligible recipients.

School districts and community colleges will continue to use the NDE's web-based tool that indicates their intent to participate in Perkins funding each year and certify their Essential Components are in place. The implementation of the Essential Components will be verified through multiple means to ensure high-quality CTE programming (i.e. monitoring visits, risk analysis, annual reports).

## Use of Funds

Under Perkins V, the allocation of resources must now be aligned with the results of the reVISION process. Specifically, funds must be spent "to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in [reVISION]."

In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective and meet the needs of all learners, the law requires the following uses of funds (throughout the duration of the four-year plan):

1. Provide career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage and high-demand industry sectors or occupations;
4. Support the integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement\*; and
6. Develop and implement evaluations of the activities funded by Perkins.

*\*Key activities such as purchasing industry-grade equipment and supporting CTSOs, work-based learning, and dual-enrollment, among numerous others, are included under the elements that support the implementation of programs and programs of study.*

Visit the [Perkins Management Guide](#) for additional information about allowable uses of Perkins funds.

## Timeline and Deadlines

- |  |                                   |
|--|-----------------------------------|
| • Annual Intent to Participate Due:                    | March                             |
| • Local Perkins Applications Due (2020-2024):          | May 22, 2020 ( <i>tentative</i> ) |
| • Grant Award Notification for ¼ of annual allocation: | July 1                            |
| • Grant Award for full annual allocation:              | October 1                         |
| • Annual Final Claims Due:                             | September 1                       |

*\*Dates are subject to change. Please visit <https://www.education.ne.gov/nce/perkins-administration/> for updated information.*

## Submission Information

Completed applications should be submitted and uploaded within the NDE's Grants Management System by May 22, 2020.

## Application Elements

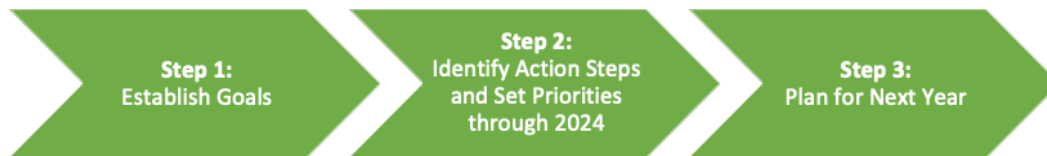
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- Section 1: reVISION Summary
- Section 2: Narrative Responses
- Section 3: Annual Budget Worksheet

This four-year Local Perkins Application only needs to be submitted **once**. For the remaining program years (2021- 2024), only progress, update, and annual budget information will be submitted to the NDE.

## Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your district determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by your district and economic development region through the reVISION process (see Local and Regional CTE Assessments) and establish a set of high priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.



### Step 1: Establish Goals

Through active participation in the reVISION process, your district, along with education partners, reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements (at both the Local and Regional levels). Taking all of these desired states and action steps into consideration, identify a goal or set of goals your district might pursue to ensure high-quality CTE programming for your students.

### Step 2: Identify Action Steps & Set Priorities

After careful review of the action steps already identified through reVISION, consider the following questions in relation to your overarching goals as identified above:

1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in each of the application's four years, especially the first grant year (2020-2021)?



#### Helpful Tip

Ideally, the changes your district makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that your district will be held accountable for over the next four years which will produce measurable results.

Based on all reflections throughout reVISION and in preparing this Local Perkins Application, prioritize the actions steps to be addressed under Perkins V that will help achieve the goals established for your district. Your district will be held accountable for working towards accomplishing these goals over the next four years to move the entire CTE system forward. You will have the opportunity to update and refine your goals and action steps throughout the four years of the plan.

### Step 3: Plan for Next Year

After identifying the prioritized action steps your district will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website:

<https://www.education.ne.gov/nce/perkins-administration/>. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

## Section 1: reVISION Summary

The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) requires each eligible Perkins recipient to complete a comprehensive local needs assessment. In Nebraska, this requirement will be met by participating in the reVISION process – Nebraska’s opportunity for schools and community colleges to analyze and transform their current CTE systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. Outcomes from reVISION will drive the development of this Local Perkins Application and all future spending decisions.

**Consortium reVISION Summary.** Considering each district’s Local CTE Assessment and the Regional CTE Assessment summary, briefly summarize the current state of each element and the overarching goals your consortium might pursue to support districts in strengthening the CTE programming for their students. These summaries will form the rationale for the action steps needed and use of Perkins funds in the next sections.

Element	Consortia's Current State	Consortia's Overarching Goal(s)
<p><b>SAMPLE:</b></p> <p><b>Size, Scope, and Quality and Implementing CTE Programs of Study</b></p>	<p>Most programs have the minimum SSQ components in place, though the following districts require updating of equipment to meet changing industry standards (district 1, district 2) in communication arts. While most districts within the consortium are confident in their local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the consortium.</p>	<p>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</p> <p>Within the next four years, strategies will be developed to expand CTE program offering amongst consortia members, which includes professional development on program of study standards and the NDE's Standards Implementation Framework.</p>

reVISION SUMMARY		
Element	Summary of Consortia's Current State	Consortia's Overarching Goal(s)
Career Development	Some schools are hosting college fairs and guest speakers. There are about 5 smaller schools involved in the Blue River Cohort junior career day. In-house communications with guidance counselors are indicated, but not a lot of other outside interaction.	Expand collaboration with local businesses for career exploration, internships, job shadowing, and development for students to get career options. Continue to offer professional development for teachers to further expand their training and knowledge. Analyze career clusters and classes to see where improvements can be made.
Local Workforce Alignment	Most of our schools have worked with SENCAP to provide educational opportunities for students in H3 courses. Transition programs place students within local labor markets. Vocational Rehab, SUCCESS, CRAVE, and Project Search programs assist students with disabilities. Some schools provide opportunities for students to attend college/career fairs. In general, there is no formal process used to evaluate economic development data. Many smaller schools do not have the capability of offering numerous CTE programs of study.	Provide programs of study that address the new/emerging needs based on industry standards. Align coursework to educate students about these needs. Provide work experiences for students, especially special populations to find careers that fit their skills and interests.
Size, Scope, & Quality and Implementing CTE Programs of Study	Some programs of study are lacking. Updates on materials and equipment are needed. Upperclassmen are represented well, but need to do more with underclassmen.	Provide access to industry standard equipment by collaborating with local industry. Create career pathways and expand business partnerships to prepare students for work and post-secondary opportunities. Determine dual credit availability and generate interest for special populations.
Student Performance Data		

	NDE reports will not be available until January 2021, so there is not a lot of information on this right now. Some schools don't have a lot of females in the "traditional" male courses of study such as Ag and welding, and vice versa.	Promote and maintain equal opportunities for special populations. Align CORE and CTE courses to assist in greater number of faculty. Expand student experiences to include internships, workshops, tours, and job fairs for work-based learning opportunities.
<b>Recruitment, Retention, and Training of Faculty and Staff</b>	Professional development for CTE teachers is provided through various sources. Some smaller schools cannot afford specific CTE teachers, so they are unable to offer different programs of study. Some schools may only have one specified CTE teacher and may not be able to provide a substitute teacher to allow that CTE teacher to attend workshops.	Recruit, retain, and train highly qualified instructors. Is there a possibility of nearby schools to "share" a CTE instructor to make it more cost effective? Continue to offer professional development opportunities for teachers. Update materials and equipment to assist with teacher and student learning. Provide collaboration for CTE teachers from various schools.
<b>Work-Based Learning</b>	Work release is provided at a few schools. A small portion of schools offer job shadowing for students. Some smaller communities lack the option of having industry in their community. There is not a concrete plan on this for most schools in our consortia, so there is a definite need for this.	Focus on work-based learning and partnerships with local businesses in order to meet students' needs and to implement CTE curriculum into the schools. Increase accessibility to career fairs, workshops, guest speakers, and field trips. Evaluate transportation needs for students to participate in job shadowing/internships.



### Helpful Tip

When developing goals, make sure they are SMART: Specific, Measurable, Attainable, Relevant, and Time Bound. This way, there will be sufficient detail related to how you will go about making change and use your federal Perkins V funds to improve CTE programming. More information about setting SMART goals can be found at: <http://bit.ly/SmartCTEGoals>.



## Section 2: Narrative Descriptions

**Instructions:** For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the consortium's overall goals. You'll be asked to prioritize the action steps developed for each year of the Local Perkins Application. Utilize the findings of both the local and regional CTE assessments.

### Element 1: Career Development

**Context:** Each Nebraska learner deserves the opportunity to discover how their own skills fit into workplaces, to explore and learn about career options, and receive guidance in how to plan for successful transitions to their career. Students receive these opportunities through learning skills in a Career Development program which includes: 1. Self-Awareness, 2. Career Exploration, and 3. Career Planning. Students should have access to a career development program throughout their education to prepare for enrollment in CTE and while participating in CTE programs.

1. Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your consortium will support districts in ensuring each student is provided with:
  - a) Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;
  - b) Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;
  - c) Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and
  - d) An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).

#### **RESPONSE:**

The ESU 6 Perkins consortium is unwaveringly committed to involving our school counselors in learning about H3 jobs in order to provide additional career development strategies for their schools. We assert that

this will result in ensuring individual students receive the support commensurate with every student completing inventories and career readiness standards being universally taught and reinforced k-12.

The identified professional development activities will assist both regular core content teachers as well as CTE specialists in improving their understanding of career planning options as well as assisting guidance counselors and other key personnel in helping to teach students Employability skills such as portfolio development documenting significant learner milestones.

The multi-county manufacturing partnership that exists within our Consortium aligns well with helping middle and high school students develop a more sophisticated understanding of the local labor market related to H3 positions including but not limited to Manufacturing companies. As the manufacturing employers have frequently identified to school officials in our Consortium, the available jobs within these corporations consists not only of technical manufacturing positions but also in other highly skilled areas such as human resources and management.

The self-awareness of students in the Consortium will be positively impacted through participation in strategically targeted learning experiences and resources. These include the Connecting The Dots activity offered through the UNL extension office, the CTE Collaboration Day with ESU's 4 and 5, as well as the NCIS curriculum and AET tool for portfolio building.

**2. In each district's Local and Regional CTE Assessments, action steps were identified that might be used to improve student understanding of career pathways. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Career Development your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Consortium Goal(s) for Career Development:**

*(Copy and paste from the reVISION Summary)*

1. Enhance career development, readiness, exploration, and engagement relations with workforce and post-secondary alignment and integration.
2. Continue to provide professional development to be more informed on industry standard equipment and pathways for curriculum enhancement.
3. Focus on individual classes and course offerings, including analysis of career clusters.

**Prioritized Action Steps for Career Development:**

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2020-2021</b>	Provide opportunities for CTE teachers to attend trainings, conferences, and workshops to collaborate with others and learn. Provide opportunities for students to learn about career options based on their interests and talents. Collaborate with Seward County Economic Development for job shadowing/internships/apprenticeship program for students in Seward county. This would be a pilot program that will ultimately lead to a paid position to serve those schools meaning continuity and sustainability in workforce development. Key personnel will scrutinize the courses of study offered to see where there are gaps and determine if the correct staff is in place with the proper credentials.  <b>Manufacturing Partnership</b> focus on infusion of career development model and instilling knowledge of self-awareness and engagement.
<b>Year 2: 2021-2022</b>	Access how pilot project is doing and look into possible programs for other schools in the consortia. Look at courses of study to see if nearby schools would be able to share a CTE teacher for specific programs of study.

	<b>Manufacturing Partnership</b> focus on infusion of career development model by focusing on knowledge of local labor market information and career exploration with workplace experiences to determine if a career choice is desirable for individual students.
<b>Year 3: 2022-2023</b>	<p>By year three, the Consortium Target's expansion of pilot project in order to extend impact And Foster Career pathway Partnerships with other H3 businesses within the Five County area covered by the esu6 Consortium.</p> <p><b>Manufacturing Partnership</b> sustains focus on infusion of career development model by focusing on knowledge of local labor market information and career exploration with workplace experiences to determine if a career choice is desirable for individual students. Integration and utilization of h3.ne.gov site as infusion tool.</p>
<b>Year 4: 2023-2024</b>	<p>By year four, a substantial evidence base will have been accrued for the purposeful and intentional cultivation of career pathway opportunities within manufacturing and other H3 sectors in order to A-Team potent workforce development gains across Multi grade levels within all Consortium participant high schools.</p> <p><b>Manufacturing Partnership</b> integrates focus on more in-depth job related experiences in H3 moving into internship /. Sustained job site experiences using <a href="https://internne.com/">https://internne.com/</a> as a tool.</p>

## Element 2: Local Workforce Alignment

**Context:** Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of each district's local and regional CTE assessments to support districts in improving the alignment between educational programming and labor market needs.

### 3. How did the Local and Regional CTE Assessment results inform the selection of specific CTE programs and activities to be funded?

#### **RESPONSE:**

The targeted CTE assessment results have informed the programs by reflecting both the identified themes and specific asks from Consortium members. The Consortium has analyzed the local and Regional CTE assessment results at the practitioner / classroom teacher level as well as school and District administrators to form a comprehensive or 360 degree perspective on helping Nebraska students in ESU 6 acquire the skills and mindsets to succeed in H3 occupations.

### 4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of the Local and Regional CTE Assessment results.

**RESPONSE:**

The most ambitious and far-reaching (in scope program of study) that is completely new to the Consortium is a proposed pilot program for job shadowing and internship opportunities with local business partners in cooperation with both Economic Development officials in multiple counties as well as post-secondary partners through SCC's office of Workforce Development and the Milford Campus of Southeast Community College.

**5. How will students, including those from special populations, learn about their school's CTE course offerings and whether each course is part of a CTE program of study? Be specific in regards to serving special populations based on the outcomes of the reVISION process.**

**RESPONSE:**

The Consortium embodies a values-based commitment to Equitable practice and inclusion for all special populations in the area of CTE. This is exhibited most vividly through multiple transition programs sponsored by ESU 6 and incorporating key activities for the Consortium. The program provides real-life work experience combined with training in employability and independent living skills to help young adults with disabilities make successful transitions from school to productive adult life. The transition programs have Skills Trainers who work under the direction of the program directors to develop job sites, write job descriptions, task lists, job analysis and implement necessary modifications for the job sites. The trainers and instructors also work with young adults with disabilities across multiple settings: classroom, training, job site, and community. Thus it is a fully integrated approach and highly inclusive method for including those from special populations to learn about and benefit from relevant CTE course offerings and experiences.

**6. In each district's Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Consortium Goal(s) for Local Workforce Alignment:**

*(Copy and paste from the reVISION Summary)*

1. Expand relationships with business/industry to assist in providing current curriculum.
2. Continue to add/remove courses and programs of study that address the new/emerging needs of the workforce.
3. Provide meaningful work experience for special populations that lead to careers that fit their skills and interests.

**Prioritized Action Steps for Local Workforce Alignment:**

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2020-2021</b>	Engage in a Communications campaign and Outreach effort in order to strengthen existing Partnerships and expand new relationships with key business and industry Partners in the Consortium area.
<b>Year 2: 2021-2022</b>	Conduct a thorough and comprehensive Workforce alignment study with the involvement of both post-secondary Partners in our area Community College as well as economic development experts representing the five counties comprising the Consortium.

<b>Year 3: 2022-2023</b>	Expand, replicate and refine CTE course offerings as well as workforce alignment experiential / immersive activities including job shadowing, career days, mock interviews, and internship.
<b>Year 4: 2023-2024</b>	Accrue the evidence base and measurable indicators related to number of students served, affiliations and documented connection / tangible workplace experiences with local business partners by Consortium students. value-add exit survey identifying key social and emotional benefits derived through relevant, rigorous, engaging experiential CTE activities.

### Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

**Context:** Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska's [state model programs of study](#) are high-quality programs if implemented with fidelity (i.e. teaching at least 90% of each course's standards). They are based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated and NDE approved standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Local programs of study may be developed and submitted for approval if determined necessary by the Local and Regional CTE Assessment results.

#### **7. Describe the CTE course and program offerings that will be provided with Perkins funds, including not less than one state-approved program of study in each participating district. Justify these offerings with the local and regional CTE assessment results.**

**RESPONSE:** Consortium members offer state approved program of study within the following career fields: Business, Marketing, and Management.

- Agriculture, Food, and Natural Resources.
- Computer Science and Technology.
- Health Sciences.
- Human Sciences and Family and Consumer Sciences.
- Skilled and Technical Sciences

These offerings align with the local and Regional assessment results indicating that there are myriad occupational opportunities and critical job shortages across these areas and that they offer an opportunity for students to interface with highly qualified teachers and engage with local area employers seeking talented, dedicated and diligent employees.

#### **8. How will your consortium improve the academic and technical skills of students participating in CTE programs? This may include strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.**

**RESPONSE:** The main means by which the academic and technical skills of students participating in CTE programs will be improved is through enhancing the instructional efficacy of CTE teachers and core teachers who are infusing and integrating CTE content and learnings within their particular subjects of study. A substantial portion of the Perkins funding for this Consortium is earmarked for professional development opportunities

which showcase best practices and focus on the use of high-quality instructional materials as well as adherence to an instructional model for maximally effective pedagogical practice.

**9. Describe how districts within the consortium will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as applicable.**

**RESPONSE:**

All members of the Consortium have high schools which offer post-secondary credit through partnership agreements with post-secondary institutions. The predominant one being Southeast Community College, which has a programmatic focus on associate's degree / 2-year programs which meet H3 criteria. That said, the post-secondary credit options include numerous other institutions of Higher Learning, since the Consortium includes within its region many post-secondary partners with Consortium members. These include but are not limited to: Concordia University, Doane University, Southeast Community College, Wesleyan University, and York College.

**10. In each district's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your consortium hopes to address over the next four years. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Consortium Goal(s) for  
Size, Scope, and Quality and Implementing CTE Programs of Study**  
(Copy and paste from the reVISION Summary)

1. Engage with experts from Nebraska Department of Education to leverage expertise in best practice strategies for reaching special populations in CTE program implementation beginning July 2020.
2. Continue to work with business and industry to provide recommendations for furnishing labs with industry standard equipment.
3. Create career pathways, enhance career readiness and expand business partnerships focusing on classroom curriculum.
4. Generate interest for special populations, especially non-traditional students in respect to gender.
5. Determine dual credit availability and ascertain whether faculty has the credentials needed to teach these courses.
6. Ongoing evaluation (study, implement, maintain) cycle of curriculum materials review and prioritization of equipment needs based Labor Market Information for the consortium region.

**Prioritized Action Steps for  
Size, Scope, and Quality and Implementing CTE Programs of Study:**

Program Year	Action Steps (What are you going to do to achieve your goal?)
<b>Year 1: 2020-2021</b>	Convene stakeholder groups and key practitioners in CTE to conduct comprehensive inventory of equipment for labs, etc. and identify gaps/ disparities between current status and industry standard equipment.

	Expand community and stakeholder awareness of special populations program options in CTE to engage students and enhance non-traditional career pathway pursuits, especially in respect to gender.
<b>Year 2: 2021-2022</b>	Convene stakeholder groups to conduct benchmarking study related to equipment status, current CTE course offerings within ESU 6 Consortium schools, and make determinations regarding classroom curricular relevance.
<b>Year 3: 2022-2023</b>	<p>Focus on equitable educational outcomes by identifying how transition programs for special populations of 18 to 21 year old students with disabilities can benefit from expanded business partnerships.</p> <p>Aggregate data and identify disparities in respect to gender for participation in H3 occupation career sector areas. Identify means by which programmatic expansion can decrease gender gap in identified CTE areas.</p>
<b>Year 4: 2023-2024</b>	<p>Focus on empirically validated practices leveraging industry-standard equipment within CTE courses and means by which lab based experiential settings enhance outcomes.</p> <p>Identify how equipment acquisitions have resulted in enhanced career readiness based on career pathway preparedness.</p> <p>Identify locally tailored solutions for meeting workplace development demands through dual credit and postsecondary partnerships.</p>

#### Element 4: Student Performance Data

**Context:** All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the Local and Regional CTE Assessments, each district reviewed student performance data on a set of federal performance indicators, identified root causes for programs and student populations that are substantially underperforming, and identified a set of action steps that that might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

**The term “special populations” means-**

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-work-individuals;
- English learners;
- Individuals experiencing homelessness
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is a member of the armed services or is on active duty status

**11. Describe how the consortium will provide support to teachers so they will:**

- a. Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency
- b. Prepare CTE participants for non-traditional fields
- c. Provide equal access for special populations to CTE courses, programs, and POS; and
- d. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations

**RESPONSE:** The students of the ESU 6 schools /consortium comprise a highly diverse group of individual Learners, including LEP / English language learners, students who have been Wards of the state/in the care of foster parents; students from socioeconomically diverse backgrounds including High poverty, and students with disabilities. The primary means by which teachers will improve in an array of offerings and activities to prepare special populations is through incorporation of sustained professional development. Sustained professional development (adult learning) will help ensure instructors build capacity to offer rigorous and relevant coursework. Focusing on Independent Living skills and employability assets, the transition programs will assist students of special populations in availing themselves of the full range of CTE course and programming options. Compilation of district-level policy and practitioner commitments will further validate non-discriminatory actions and focus on inclusive, comprehensive commitments to equity for all.

Equal opportunities for special populations work in collaboration to provide appropriate activities via a variety of methods, based on individual student and family needs and aligned to IEP goals for students with disabilities. ESU 6 personnel will pair skills trainers working under the direction of the classroom teachers and guidance counselors to develop job sites, write job descriptions, task lists, job analysis and implement necessary modifications for the job sites. Consortium skills trainers will also work with young adults with disabilities across multiple settings: classroom, training, job site, and community. Alignment of CORE and CTE courses will produce higher student engagement and connected learning in this key area.

**12. How will the consortium address disparities or gaps in performance? If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will target individual schools to develop strategies to eliminate those disparities or gaps.**

**RESPONSE:**

The Consortium is keenly interested in, and stakeholders are aware of and watchful for disparities and gaps in performance. Additional actions in terms of revision of and narrowing of focus will occur in the latter two years of the program should achievement and participation disparities in gaps not be reduced in a statistically significant manner. The Regional Summaries provided by the Department of Education help to identify prioritized Action Steps based upon needs analysis and pointing to existing performance gaps. The additional actions which the Consortium will target include:

- Exploring recruitment strategies to improve success of recruitment and retention of CTE teachers. The Consortium will analyze vacancies and retention across participating schools and partner with educator prep programs to examine success of local substitute consortium as a means of enlisting pre-service educators in practical field experiences in member districts.
- Increase accessibility of career fairs, guest speakers, field trips within CTE areas and documenting through school-level data the frequency and duration and number of students impacted by these experiences leading to site-based learning opportunities in the field. This will help the Consortium further extend and assist in developing work-based partnerships with area industries and provide measurable results in development of partnerships with these businesses.

**13. In each district's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**



<b>Consortium Goal(s) for Student Performance Data:</b>
<i>(Copy and paste from the reVISION Summary)</i>
1. Promote and maintain equal opportunities to special populations to increase participation.

2. Consider aligning CORE and CTE courses to assist in greater number of faculty and staff who may work with students to help in preventing recovery/intervention for under-performing populations.
3. Expand experiences for students in local work-based learning opportunities including internships, workshops, tours, and job fairs.
4. Process data and understand how to interpret relevant statistics and encourage student to student study collaboration.

#### **Prioritized Action Steps for Student Performance Data:**

<b>Program Year</b>	<b>Action Steps</b> (What are you going to do to achieve your goal?)
<b><i>Year 1: 2020-2021</i></b>	Identify available performance data sources including standardized achievement tests, norm-referenced and criterion-referenced assessments, and examine through data retreat initial findings. Retreat will be facilitated by ESU 6 Professional Development consultants.
<b><i>Year 2: 2021-2022</i></b>	Identify and develop high-potential, high-yield performance-based assessment data which can validate skills acquisition and Career Readiness in key areas aligned with H3 Workforce needs.
<b><i>Year 3: 2022-2023</i></b>	Institute a revised comprehensive assessment system across Career Cluster areas to ensure that student engagement remains optimally High while maximizing participatory opportunities and empirically validated assessment data to demonstrate results.
<b><i>Year 4: 2023-2024</i></b>	Complete executive summary of outcomes to share with the stakeholder group including celebration points, deficiencies and disparities in student performance, and questions to ponder for program proposals in the future.

### **Element 5: Recruitment, Retention, and Training of Faculty and Staff**

**Context:** Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of district approaches towards recruiting a knowledgeable and diverse workforce, support services offered in order to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of each district's Local and Regional CTE Assessments to prioritize the action steps identified for supporting educators and providing quality instruction to every student.

ESU 6 Perkins consortium participates in partnership with multiple post-secondary institutions within our service area including Concordia (Seward), SCC (Milford), Doane (Crete) and UNL (Lancaster Co. schools) providing an optimal opportunity to engage pre-service educators early and recruit to shortage areas in CTE. Teacher recruitment will be enhanced through use of "Sub Hub" local sub consortium managed by ESU 6 Human Resources which prompts early engagement of preservice educators to get valuable field experience across ESU 6 schools through utilization of a multi-district local sub certificate.

**14. Describe how your consortium will coordinate with the NDE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.**

**RESPONSE:**

As the consorting entity for the ESU 6 Perkins Consortium, the Educational Service Unit is committed to continuity of learning and continuous improvement for both individuals and systems within our service area. This means that the identified primary and priority core service area for an educational Service Unit by Statute and Rule is professional development. Through a focus on targeted professional development activities, the retention of highly qualified teachers and the Improvement of instructional efficacy will be met through sustained collaborative professional development activities. These are earmarked and identified in the budget summary documents which substantiate the commitment to adult learning as key to recruitment, retention, and training to enhance the skills base of our highly qualified teachers.

**15. In each district's Local and Regional CTE Assessments, action steps were identified to address CTE educator recruitment, retention, and training and what your consortium hopes to address over the next four years. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff that your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Consortium Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff**  
(Copy and paste from the reVISION Summary)

1. Strengthen professional development for teachers and staff geared toward CTE aligned with district CTE needs.
2. Recruit, retain, and train highly qualified instructors. Also update materials and equipment to appeal to both students and teachers.
3. Provide collaboration with other CTE teachers within the district and /or economic region to avoid isolation in a program.
4. Adopt, examine, and expand curriculum to career clusters.

**Prioritized Action Steps for the Recruitment, Retention, and Training of Faculty and Staff:**

<b>Program Year</b>	<b>Action Steps</b> (What are you going to do to achieve your goal?)
<b>Year 1:</b> <b>2020-2021</b>	Document through registration and exit evaluation data levels of participation and professional development for teachers and staff geared towards CTE.
<b>Year 2:</b> <b>2021-2022</b>	Identify key vacancies within Educational Service Unit 6 member districts and conduct an informal alignment study to examine how discrepancies in equipment and high-quality instructional materials may be contributing to teacher shortages within areas that are perennially under-supported in terms of staffing and resource allocation.
<b>Year 3:</b> <b>2022-2023</b>	Ensure that business sector Partners, Economic Development experts who are regionally located, and post-secondary partners are all involved in examining eradication of programmatic siloing which can create isolation professionally and result in teacher attrition.
<b>Year 4:</b> <b>2023-2024</b>	Identify and implement a decision making tree tool related to adoption examination and expansion of curriculum in alignment with career clusters and incorporating substantive input from Key Community and business stakeholders to ensure maximal impact of curricular expansion.

**Element 6: Work-based Learning**

**Context:** Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. Additional information about Nebraska's work-based learning strategies can be found here: <https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/>.

**16. Describe the WBL opportunities provided to CTE students in your consortium and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.**

**RESPONSE:**

Conversations with local industry leaders will provide us with guidance on what equipment local industry uses in addition to what they are seeking in employees. By collaborating with these businesses, we can provide opportunities for our students with job shadowing so that they can have experience in the industry to gain further knowledge and see if that industry is a fit for them. By exposing students to career fairs, workshops, guest speakers, and field trips they will learn what is required in specific CTE fields to see if that is something that matches their interests and skills. Those students could possibly have a position waiting for them upon graduation from high school if they choose not to attend post-secondary schooling. Work-based learning partnerships with Southeast Community College will provide secondary students including special populations an opportunity to participate in on-site skill development in H3 areas with a focus on skills assessments, transition planning for post-secondary success, and career awareness / exploration portfolio development.

**17. In each district's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Work-based Learning that your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Consortium Goal(s) for Work-based Learning:**  
(Copy and paste from the reVISION Summary)

1. Focus on work-based learning and partnerships with local business/industry to increase student accessibility to career fairs, workshops, guest speakers, and field trips to focus on development of technical skills. Inform business/industry what is needed from the schools for work-based learning.
2. Develop and implement CTE curriculum and align schedules to students' needs.
3. Inform business/industry what the needs of the schools are for work-based learning programs.
4. Evaluate transportation needs for students to participate in job shadowing/internship programs.

**Prioritized Action Steps for Work-based Learning:**

Program Year	Action Steps (What are you going to do to achieve your goal?)
<b>Year 1:</b> <b>2020-2021</b>	Conduct needs analysis and ensure compilation of comprehensive Consortium data related to available work-based learning and partnership opportunities.
<b>Year 2:</b> <b>2021-2022</b>	Conduct rigorous curricular alignment both vertical and horizontal analysis of existing CTE curriculum and solicit student input to determine how schedule offerings can better align with student needs. Gather baseline data related to Work Based Learning Programming and statewide efforts.
<b>Year 3:</b> <b>2022-2023</b>	Scale-up existing work-based learning partnerships by utilizing Economic Development experts as Liaisons with key business partners and through participation with business

	forums and interfacing opportunities in Civic organizations to ensure business needs are being optimally met for relevant student learning opportunities. Measure, monitor increased concentrators in Work Based Learning.
<b>Year 4: 2023-2024</b>	Ensure that comprehensive logistical analysis is conducted regarding sustainability of programs to take into account unforeseen obstacles and logistical challenges that may otherwise hinder progress in ensuring optimal work-based learning partnerships. Measure, monitor increased concentrators in Work Based Learning.

## Ensuring Equitable Access

### 18. How was improving the access to and success in CTE programs for each student, especially those who are members of a special population, examined and considered throughout the development of your goals for all six elements?

RESPONSE: The ESU 6 Perkins Consortium is committed to actualizing the 5 commitments for equity in education that have been articulated by the Nebraska Department of Education as fundamentally sound and foundational important. These are: We commit to an equity of opportunity by ensuring all Nebraskans are college, career, and civic ready

- We commit to an equity of achievement by measuring and tracking academic progress -- the Perkins Consortium will consistently track student participation and analyze multiple measures of achievement to ensure not only adequate but optimal progress.
- We commit to an equity of access by leading and supporting educator effectiveness-- The Perkins Consortium is committed to equity of access by ensuring relationally based guidance counseling to leverage student interest and supporting teacher professional development through high efficacy continuous learning opportunities.
- We commit to an equity of access by supporting quality instructional materials -- the Perkins Consortium through Educational Service Unit 6 is committed to supporting quality instructional materials acquisition by committing to alignment with Nebraska Department of Education recommendations for instructional materials vetting including analysis for implicit and overt bias to ensure that materials are optimally equitable and inclusive.
- We commit to an equity of access and opportunity by engaging Nebraskans on emerging needs in the educational landscape -- The Educational Service Unit 6 Consortium is committed to remaining forward-thinking and capitalizing on emerging labor market needs through active, dynamic, robust partnerships with business interest, Economic Development experts, and post-secondary partners.

## Stakeholder Engagement and Consultation

Eligible recipients are required to engage a broad range of stakeholders who represent CTE and core academic areas, school counselors, special education, advisement professionals and academic counselors, administrators,

instructional support professionals, parents and students, special populations (gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, corrections), postsecondary CTE faculty, local workforce development, regional economic development, local business and industry, Indian Tribes and Tribal Organizations, and youth corrections, as applicable, in the development of the Local Perkins Application.

**Evidence of this can be provided in several ways:**

- 1. Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); or**
- 2. Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the duration of the Application (2020-2024). Membership should include representation from the above mentioned stakeholder groups, as applicable; or**
- 3. Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your consortium will continue to meaningfully engage them throughout the duration of the Application (2020-2024).**

**It is recommended existing structures and means for engaging stakeholders that local districts and consortia no doubt already have in place are utilized as a starting point.**

***RESPONSE:***

The ESU 6 Perkins Consortium contains a diverse and representative array of key stakeholders to be able to offer resourceful and insightful input in the facilitation and administration of all grant related activities. Key stakeholders who have committed to serving on the Advisory Committee and providing ongoing consultative support include but are not limited to the following: guidance counselors, mental and Behavioral Health experts, professional development consultants focusing on multi-tiered systems of support, special education supervisors who possess special expertise in program development and implementation to serve students transitioning from school into the workforce or job training programs, building level administrators at the secondary level, female Business Leaders, Civic organizations promoting School-Community Partnerships, small business owners, entrepreneurs, education administrators, commercial real estate developers, post-secondary program chiefs (deans, directors and department heads), local law enforcement officials, and H3 job sector business officials affiliated with regional and statewide Chamber of Commerce initiatives to promote workforce development.

Efforts have been made on a consistent basis to fully engage stakeholder groups and solicit input through a wide variety of mechanisms, including in person and teleconference meetings, collaborative partnership activities such as group tours of local businesses and post-secondary programs focusing on meeting crucial labor shortages, in addition to conference calls, periodic updates on program initiatives, and other correspondence. This deliberate focus on meaningful engagement will help to ensure and inclusive approach to Perkins programming and high levels of student engagement representing the full spectrum of diverse perspectives in the student population and community stakeholders within ESU 6.

**The next step will be completed each year through 2024 and is based on the above four-year Local Perkins Application.**

Based on the Action Steps identified for each element for the program years 2020-2024, detail your budget request **for the upcoming program year** using the budget template provided. List all direct costs associated with the implementation of the proposed activities/action steps that are allowable and justified. Provide explicit detail (e.g. if you plan to use funds to attend a national conference, the name and date of the conference along with all associated costs must be listed if known; if you plan to purchase a piece of equipment, list the name, model, and price). Add/remove rows as needed.

Allowable uses of funds: All grant funds must adhere to the Perkins Guidelines for use of Federal Perkins Funds as defined in the Nebraska Perkins Management Guide. In particular, no consumable items, furniture, or items that become part of a permanent structure may be purchased. Please visit <https://cdn.education.ne.gov/wp-content/uploads/2019/04/NonAllowableUseofFunds.pdf> for additional information related to allowable uses of funds. **As a reminder, only those activities that directly align with the outcomes of the reVISION process (as detailed in the Local Perkins Application) may be eligible for Perkins funding.**

Non-allowable uses of funds: Perkins grant funds may not be spent on costs associated with writing the application, consumable items, whole-school improvement efforts not directly related to CTE programs, professional development not directly related to needed changes identified in the reVISION process, direct assistance to students (i.e. subscriptions or single-use licenses), or students below grade five. Perkins funds cannot be used to supplant funds. Carefully review the non-allowable uses of funds document found under the Perkins Management Guide link noted above.

[Click here for the Annual Perkins Budget Worksheet Template](#)



**Helpful Tip**

When writing your action steps and developing your budget, remember there are some activities that require no funds, some that are being addressed by existing programs and initiatives within a school, college, or program, and still others that will require funds outside of the Perkins grant.